

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

МЕТОДИЧНІ ВКАЗІВКИ
З ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ
ДЛЯ ТРЬОХ РІВНІВ НАВЧАННЯ
В ТЕХНІЧНОМУ УНІВЕРСИТЕТІ

Частина I

Харків 2004

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Частина I

Затверджено
редакційно-видавничою радою
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Методичні вказівки з граматики англійської мови для трьох рівнів навчання в технічному університеті. Частина I. Укладач: Берловська В.Д. –Харків: НТУ ХПІ, 2005. – 40 с.

Укладач: В.Д. Берловська

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Кафедра міжкультурної комунікації та іноземної мови

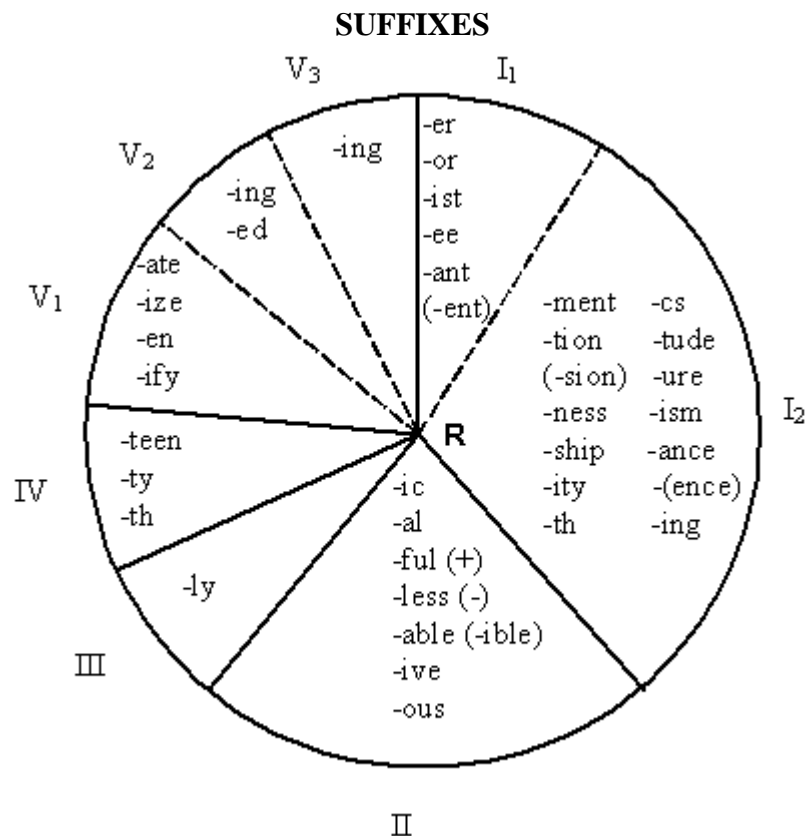
Граматика будь-якої, в тому числі англійської, мови є не просто зосередженням окремих правил, які можна тільки «зазубрити», як гадає дехто з студентів, а являє собою струнку систему і, якщо цю систему пізнати та зрозуміти, вивчення граматики стає легким і цікавим.

Метою цих методичних вказівок є не тільки допомога тим, хто вивчає англійську мову, засвоїти ті чи інші розділи англійської граматики, але й надання їм «ключика» до її системного, тобто наукового, розуміння, а звідси до якомога глибшого і тривалого її засвоєння і практичного використання як для адекватного розуміння оригінальних текстів з фаху, так і для володіння мовою на комунікативному рівні.

Дані методичні вказівки відкривають серію методичних вказівок з граматики англійської мови для студентів і аспірантів та надають їм змогу системного узагальнення і більш глибокого (порівняно з школою) вивчення провідних розділів англійської граматики. В цю збірку включено такі теми: словотворення (афіксація і конверсія) та побудова простого речення (розповідного, питального, окличного). Кожна тема (або підтема) подається за допомогою системної схеми-таблиці, що завдяки своїй наглядності, сприяє швидкому засвоєнню і міцному й тривалому запам'ятання даного граматичного матеріалу. Системні таблиці пояснюються прикладами, слідом за якими йдуть вправи для проробки і закріплення матеріалу та його самостійного відтворення.

Методичні вказівки складені відповідно до вимог сучасної Навчальної програми з іноземних мов для вузів і Загальноєвропейських Рекомендацій з мовної освіти, якими передбачено **три рівні навчання: А, В і С**. Ця стратифікація знаходить своє відображення в літерах-індексах, якими маркіровані вправи, співвідносячи їх з відповідним рівнем навчання.

В кінці методичних вказівок надано тести як для поточного, так і для підсумкового контролю засвоєння зазначених вище розділів граматики.



Where:

R is the Root of the word

I – Noun: I₁ – concrete n.

I₂ – abstract n.

II – Adjective

III – Adverb

IV – Numeral

V – Verb: V₁ – infinitive

V₂ – participle

V₃ – gerund

E. g.:

I₁ : teacherer, doctorer; transformerer, converterer;

I₂ : development, constitution, decision, hardness, friendship, unity, length, mathematics, gratitude, signature, socialism, distance, existence, reading;

II : polytechnic, mechanical, useful, useless, capable, flexible, attentive, dangerous;

III : shortly, easily, namely;

IV : -teen; 13 ... 19;
 -ty : 20, 30 ... 90;
 -th : fifth, seventh;
 V₁ : dictate, recognize, quickene, liquify;
 V₂ : translating - translated, asking - asked;
 V₃ : constructing, working, etc.

**I. Define the part of speech paying attention to suffixes
 of the words given below:**

Level A.

a) pronunciation	density	division	instance
optional	homeless	dangerous	sediment
soluble	substance	mechanism	economic
specialize	admission	shorten	subjected
miniature	truthful	correctly	activize
b) automatics	hopeful	asked	quickly
geography	dangerous	writing	economist
chemical	expansion	normally	exotic
memorize	achievement	quicken	namely
radiator	strengthless	decision	liquefy
c) radiation	developed	capable	dignity
experimental	driving	doubtful	native
philosophy	depth	direction	seventy
physics	nameless	numerous	slown
closely	dictate	hardship	seventeen

**II. From the words given below form new parts of speech
 and translate the words:**

Levels A, B.

1) nouns: a) concrete: b) abstract:

to read, to write, to inspect, to observe, invent, to come, to trot
 to count, to speak, to translate, to command, to develop, to achieve

2) adverbs:

happy, slow, calm, often, name, literal, quick, bad, new;

3) verbs:

quick, slow, active, symbol, minimum, simple, liquid, character, central.

4) adjectives:

economy, harm, use, danger, chemistry, mathematics, physics, to resist, to compress, to convert.

III. Organize the words given below into columns according to the part of speech they belong to. Translate each word without consulting a dictionary but paying attention to the international meaning of the root and formally-classifying meaning of the suffix:

Levels B, C.

designer, business, geologist, ethylated, activate, compressible, materially, chaotic, legally, standardize, automatic, thermodynamics, invalidate, physical, philosophy, refrigerator, revolution, typify, pneumonics, scientist, radiator, synthetically, liquefy, management, solar, accelerate, alternatively, section, systematically, fixing, alternatively, vibration, vertical, transformer, variation, circulate, viscosity, collection, diagrammatically, agitate, criticism, compressive, equally, compressor, philologist, fixed, magnetism, construction, televise, conversion, atheism, magnetic, gargantualize, detective, reflection, diffusion, radial, pumping, fortent, groundless, electrical, analyze, scientific, modify, reversible, airless, operate, observatory, association, specialized, unify, addressee, trainer, investment.

IV. Fill in the missing nouns. Pick them up from the words given in brackets:

Level A.

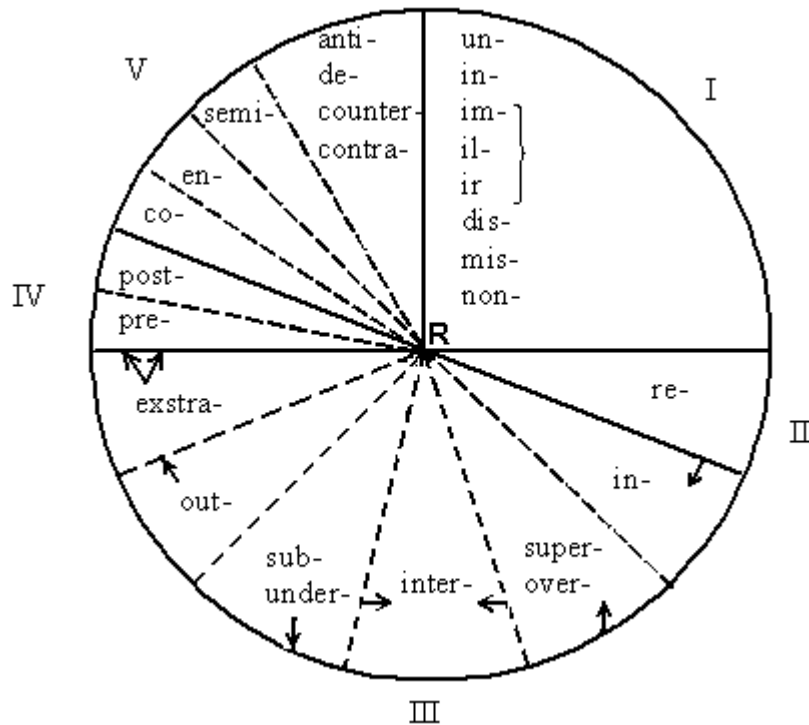
1. This man is a great ... (science, scientist, scientific).
2. I've bought a new ... (reflector, reflection, reflecting).
3. ... (electron, electronic, electronics) is a new science.
4. ... (radiator, radiation, radiating) is a process.
5. She is a ... (beautiful, beautifully, beauty).

Levels B, C.

1. Our firm needs thousands of... (employment, employers, employees).
2. All the... (Trainers, trainees, training) of our University take their exams.

3. Scientists... (demonstrate, demonstration, demonstrative) their achievements.
4. All countries must struggle against... (terrorize, terrorist, terrorism).
5. ... (environment, environmental, environmentalism) is a philosophy of our time.

PREFIXES



Where

R is a Root

I - Negation Field

II- Repetition Field

III- Space Field

IV- Time Field

V - Unity Field

e.g.

I: unnecessary, inorganic, impossible, illiterate, irregular, disconnect, misunderstand, nonferrous;

II: reconstruct;

III: input, superstructure, overcome, international, subway, underground, output, extraordinary;

IV: prewar, postwar;

V: cooperate, encircle, semiconductor, antifascist, decompose, counterbalance, contradition.

I. Translate the words given below paying attention to the meaning of their prefixes:

Levels A, B.

- | | | |
|----|--------------|------------------|
| a) | destructive | rewind |
| | envelope | overlap |
| | interstellar | subordinate |
| | extramural | counterclockwise |
| | intake | misfortune |
| b) | retreat | overcome |
| | outstanding | replace |
| | posthumous | antinational |
| | destruction | outcome |
| | nonlinear | overturn |
| c) | subway | mistake |
| | invest | rehabilitate |
| | preamble | interplanetary |
| | display | subsonic |
| | overfulfil | semiconductor |

II. From the words given below pick up:

Level B.

a) those having a negative meaning:

depopulate	intermittent	insane	cooperate
entrain	relapse	immature	misapply
illiberal	subordinate	underline	inorganic
overestimate	disservice	unearthly	deacerate
irrational	postpone	nonresistant	irregular

Level C.

b) those having the antonymic meaning:

reconstruct, entrain, intake, build, substructure, aerate, interdepartmental, output, subsonic, underestimate, extramural, superstructure, supersonic, fulltime,

shape, ordinary, decompose, aerate, outstanding, deform, concept, come, stop, disagree, distributed, disperse, depart, concentrated.

c) those having the synonymic meaning:

correspondence, input, well-known, underground, destroy, intake, subway, extramural, object, ruin, send, disagree, display, disregard, show, decompensate, form, outstanding, blow up, disconnect, turn in, permit, turn off, evidence, dispatch, sell, dip, undermine, substitute, insist, despise, change, look down, open, dispense with, blow up, do without, discover, submerge.

III. Organize the words given below into columns according to the meaning of their prefixes.

Level B.

Translate each word paying attention to the word - forming elements:

Level C.

prechamber, unavailability, prelift, without, interconnection, replica, extrapolate, immovable, subterranean, misunderstanding, overfulfillment, superconductivity, semiconductor, inorganic, prestressed, disconnection, within, subdivide, innumerable, postgraduate, intersect, outcome, under, understructure, rejoin, rehabilitate, overpass, contradistinction, deaerate, antipathetic, subscribe, premise, intercommunicate, override, prefix, antithesis, outside, desulfurized, antiseptic, entrain, preload, discredit.

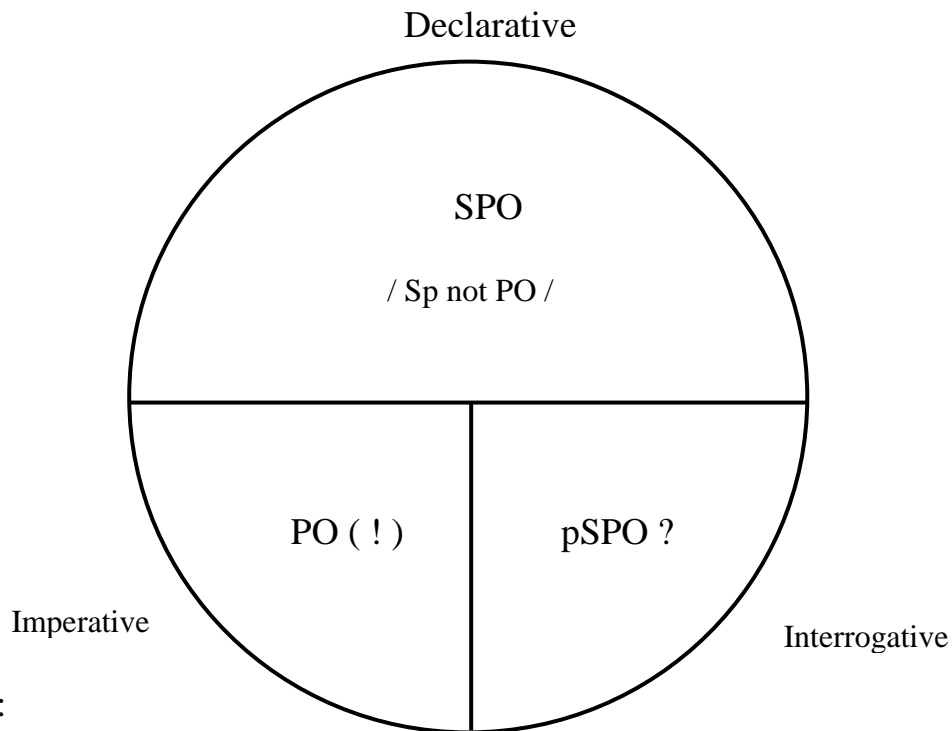
IV. Fill in the missing adjectives with negative meaning.

Pick them up from the adjectives given in brackets:

Levels A, B.

1. I don't think he's very well. He's looking rather ... (perfect, unhealthy, interested).
2. Don't do business with him. He's a ... characters (dishonest, honest, reliable).
3. Mary always looks so awful. She wears such ... clothes. (beautiful, smart, untidy).
4. The young man had a dirty face and ... hair. (clean, enlarged, untidy).
5. What's the matter? I've never seen you looking so ... (happy, extraordinary, unhappy).

SENTENCE STRUCTURE



Where:

S is the Subject

P is the Predicate

p is the auxiliary part of the Predicate

O is the Object

Look at the table above. Revive and systematise your knowledge as to the types of sentences and sentence structure.

1) Declarative sentences. Conversion.

Declarative sentences are built up according to the pattern:

SPO

e.g. Students read books. He works at the plant.

He graduated from the Institute. We shall master English.

Memorize this pattern and make the following exercises :

I. Analyse the sentences, find the words derived by means of conversion, and translate the sentences.

Level A.

a)

1. Misfortune dogs him.
2. He bicycles 10 miles every day.
3. She always noses something.
4. The boat noses the bank.
5. He always guns his car.
6. I'll doctor you.
7. His hands cupped over his lips.
8. He always wolfs down his food.
9. The rooms branch off on either side.

b)

1. All progressive people back up the policy of peace.
2. The mountaineers inch their way up.
3. Here the road forks.
4. The students' body of our department numbers about a thousand.
5. The man shouldered everybody aside to get through.
6. The windows of my room face the street.
7. We paper our room.
8. Coloured holiday shirts rainbow the atmosphere.
9. He parks his car not far from his house.

c)

1. The dictionary bridges the gap between the known and unknown.
2. Sputniks map different areas.
3. The man brained him on the spot.
4. She pinks her lips every day.
5. The plant bottles milk.
6. Workers knee tubes.
7. Mother knees her child.
8. Nobody will knee a people.
9. Students screen texts.

d)

1. Differences between regions snowball at a high speed.
2. Theatres mirror the life of the country.
3. I thumb through the newspapers.
4. If ifs and ans were pots and pans.
5. Her ups and down get upon my nerves.
6. She is in her blues.
7. We journey back.
8. Biologists pin butterflies.
9. Scientists focus their attention on this phenomenon.

Level B

a)

1. Ecology sounds the alarm.
2. We usually sandwich the seals.
3. Mercury boldly faces future.
4. Scientists sometimes coin new words.
5. Coal and diamond stem from one source.
6. Pollutants mix with fog and form smog.
7. Parts of machines wear.

b)

1. Particles of soot mix with air.
2. The use of energy affects the environment.
3. The tight piston fits the cylinder.
4. The load causes a stress.
5. All bodies subject the action of outer forces.
6. A dark oily fluid surfaces.
7. Kramatorsk shipped the assemblies of a new rolling mill to Krasnodarsk electric steel plant.

Level C.

a)

1. Vectors $V_1 \dots V_i$ span the linear subspace.
2. A stream of water spray envelops the particles and carries them away.
3. Bituminous coals jam and blanket the stokes.

4. The nature of the energy balance results in very low utilisation of a condensing section.
5. This halves the Reynolds number for given conditions.
6. The cooled water returning from the tower flows through hydraulic turbines.
7. We figure that this calculator saves us from \$ 100 to \$ 200 a week.

b)

1. In this process this impacts the total supplier network.
2. This in turn will result in an increase in the number of grain boundaries.
3. The characters you type are not the ones that appear on the screen.
4. This causes bottlenecks. It also eases the potential on employees when work force reductions are needed.
5. The second condition flattens the meridianal section.
6. The M-C system uses a path of contact that slightly curves at one or both ends.
7. This results predominantly from quasi-one-dimensional diffusion along the network of extended defects near the surface.

c)

1. Pneumatic fuel injection spurs two-stroke revival.
2. A further kinds of deposit consist of inorganic salts.
3. This results from impermissible gasoline impurities in the form of salts.
4. Injectors are subject to extreme temperatures in a vehicle.
5. This obviates need for a precision-machined valve.
6. The extremely light armature results in very rapid switching times.
7. Too large conicity values cause pre-chamber wall wetting resulting in a certain amount of unburnt coal.

d)

1. The program targets to raise the standard of life.
2. This report reviews all office, production and merchandising activities and uncovers opportunities to cut waste and reduce energy.
3. The company funds more than 350 of these efforts each year.
4. This advertising and company literature aim to educate.
5. The conference is power-packed distinguished panel of professional speakers who will give expert advice on many useful topics.
6. The industry dedicated to construction of energy regularly spawns.
7. Universities programme a new rise of education level.

2) Imperative sentences. Conversion.

Imperative sentences are built up according to the pattern:

P0 (!)

e.g. Come to the blackboard. Read the text, please.
 Work in pairs. Steel your will., etc.

Memorize this pattern and make the following exercises:

I. Analyze the sentences: Define the type of each (whether it is a declarative or an imperative one). Find the words derived by means of conversion. Translate the sentences.

Level A

a)

1. Man the station.
2. Dust yellows the floor.
3. Hand it to me, please.
4. Showers water plants.
5. Ship your sails.
6. Sail your ships.
7. Battles steel armies.
8. Bottle milk.
9. Cork the bottle.

b)

1. Wheel the cart when I signal.
2. Thin your eyebrows to look smarter.
3. She waters her flowers.
4. Back up your friends.
5. Father snaps his family.
6. Picture the situation.
7. His help is a must.
8. Knife meat.
9. Leaf through this book.

c)

1. Master your knowledge.
2. People often book tickets in advance.
3. We milk our cows.
4. Dish up meat, please.
5. Risk and take your chance.
6. “Soyus” and “Apollo” decked successfully.
7. Display your design.
8. Plants manufacture a lot of goods.
9. Spur your experiments.

Levels B, C

a)

1. The instrument times the flow.
2. When examining the machine oil it with the high-grade oil.
3. The driver wheels the car to the right, and in a moment he wheels to the factory gate and stops.
4. Number the main advantages that diesel engines have over other engines.
5. Measure the distance between points A and B.
6. Loads cause stresses.
7. Document your design.
8. Materials in members act elastically in elastic range.
9. Subject this sample to compression.

b)

1. Machine the detail.
2. Water flows from higher places to lower places.
3. This drop of pressure in the system is very dangerous.
4. Flatten the curved line.
5. This will cause bottlenecks.
6. Point out the main discrepancy between turbines and other types of prime movers.
7. This means that the solution will be obtained very soon.
8. Note that it is subject to a percentage of the initial air pressure at all times.
9. Experts man the first space communication station.

Level C.

a)

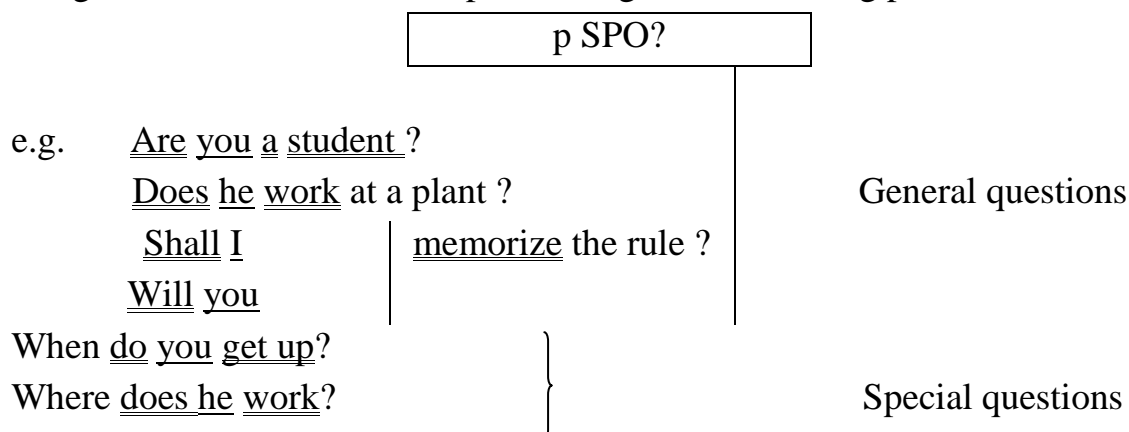
1. Sound a note of caution with respect to application of the system.
2. This is because the small pressure angle causes the interference point to be quite close to the pitch point.
3. The flow visualizations show that the pressure side branches of the horseshoe vortex and follows basically smooth curve through the passage without any noticeable vortical motion.
4. Subject to the corresponding hypotheses, the optimal meaning can be determined as in Remark.
5. If executives mouth the right words but signal that they really want products slapped together as fast as possible, everybody gets the message.
6. They focus the current resources devoted to the human resource function on important problems before they add new programmes or seek additional resources.
7. The Sun steams the concrete through by raising the temperature.
8. If an employee or a government agency lodges a charge against a firm, the firm should hold on to all of its records until the claim is settled.
9. They fuel the drive for effectiveness in large part by the intense level of domestic and international competition hostile takeovers, mergers, and rapidly changing market conditions.

II. Make up short declarative and imperative sentences using the following words as: a) nouns: b) verbs:

work	dog	bridge
nose	wolf	bottle
fork	sound	knee
bicycle	face	form
park	cause	sound

c) Interrogative sentences. Conversion.

Interrogative sentences are built up according to the following pattern:



Note: Who will answer, etc.

**Memorize the pattern and turn (transform) sentences from sections
1) and 2) given above into interrogative sentences.**

e.g. She waters her flowers.
 Does she water her flowers?
 When does she water her flowers?
 What does she do?
 What does she water?
 Why does she water her flowers?
 Who waters her flowers? etc.

Training

**I. State the functions of the words having the same spelling; state
the part of speech denoting this function and translate each sentence:**

Levels A, B

1. The changes in temperature means the changes in the mean velocity of molecular motion.
2. An iron is a thing used to iron clothes.
3. The rest of the elderly people live in nest homes.
4. Don't trouble trouble till trouble troubles you.
5. We know that this 'that' is a pronoun, but that that 'that' that connects the two clauses is a conjunction.

6. Rust destroys iron, but wood does not rust.
7. Two cross sections cross the body in two directions.

Levels A, B

1. But me no buts.
2. The pump pumps steam out of the condenser.
3. It is wet in the street. Don't go out into the wet - you can wet your shoes.
4. Bring some water, please, and water your flowers.
5. Once our journey comes to an end, we journey back to the low temperature tank.
6. Your shoulders are quite strong, don't shoulder your responsibility on somebody else.
7. The total article is dedicated to the new plans which estimate that new power plants in the ten years between 1987 and 1996 will total 55.05 GW, roughly by 5 GW less than in the 1986 plants.

Level C

1. The cause is that loads cause stresses.
2. This room houses the boiler and is called a boiler-room.
3. As a result of the discussion it becomes clear that the overall objective of optimization results in a need for rapid application of the latest methods, within each engineering discipline, to various design alternatives.
4. Children, must not experiment with explosives: such experiments are very dangerous.
5. Under some conditions the bar begins to 'neck down' without any additional load: it rapidly reduces the area of cross section at the neck-down section.
6. The subject of the paper is physics. It says that all bodies subject outer forces or loads.
7. "If you give me a hammer, I'll hammer in the morning, I'll hammer in the evening, I'll hammer all day."

II. Analyze sentences below, state the part of speech of each pair of underlined words and give proper translation of each sentence.

Levels A, B

1. This man heads the government. The connecting-rod heads are made in halves.
2. The study was full of books. Boys and girls study together at the higher educational establishments.
3. In addition to his scientific and literary works Lomonosov organized the first chemical laboratory in Russia.
4. The scientist works at various problems of great importance.
5. Scientific theory states that heat comes from friction.
6. Matter exists in four different states.
7. Tungsten presents the most suitable material for a filament of an incandescent lamp. Among a great number of presents received by Gagarin there was a vase with his own portrait.
8. Great amounts of electrical energy will be supplied by the new hydroelectric station. The voltage in the circuit amounts to over 100 volts.
9. The pressure drops to about 16.5 Drops of rain spot the snow.

Levels A, B

1. The upper curve features the variations in the circuit. These are the main features of a new device.
2. From here he can watch the street.
3. Every watch mechanism is set in motion by a set of wheels.
4. The directed flow of electrons is called the electric current. Electrons easily flow from atom to atom in conductors of electricity.
5. To make the car go faster we press down harder on the accelerator.
6. A new powerful press will be bought in some days.
7. Aluminium alloys are in common use. This metal easily alloys with copper, silicon, manganese and chromium.
8. The influence of temperature changes the properties of molecules. These changes influence the properties of material.
9. Liquid fuels are largely used in industry and transport. Water is a colourless liquid without taste and odour.

Level C

1. When sea plants and animals died, their remains sank to the bottom and were gradually buried by deposits of mud or sand. It remains little to say about the phenomenon mentioned above.
2. This chemist passes electric current through water and it turns into gases hydrogen and oxygen. The turns of the handle must be as smooth as possible.
3. Simple beams are those that rest on two supports at the ends. As to the rest of this equipment it is possible to install it in the adjacent shop.
4. In order to locate some defects in objects made of wood, rubber or metal the laboratory assistant x-rays them. X-rays are extensively used in industry.
5. Manufacturers sometimes label their products to show their degree of purity. Some labels list the impurities and give the percentage by weight of each.
6. When current flows through a conductor, a certain amount of energy is stored in the magnetic field surrounding the conductor. When the flows of current cease, the energy flows back into the conductor, and the magnetic field collapses.
7. These machines function regularly. The tire function is to transmit the driving power of the wheels to the road through friction contact.

Level C

1. Gears may have teeth of various shape. They are also geared to react to emergencies.
2. The subject of the article is rather complicated. Water drops are subject to freezing.
3. This causes all sorts of problems. These causes do not display the picture.
4. We all begin our laborious climb. We climb up from low temperature tanks located in the equipment room to the solar array on the roof above the courtyard.
5. The balance must be ready in a few days. In some countries they are not doing enough to work out and realistically balance the policy of not-bloc development and surmount the bloc thinking.
6. In everyday electric work we often deal with circuits where the current branches between two or more paths. Lamp filaments represent independent branches from the minus main wire to the plus wire.

7. These lists are most complete. The table lists a number of metals arranged in order of their conductivity.

III. From sentences given below pick up the homonymic words.

**Group the sentences having such words in pairs,
analyze and translate them.**

Levels B, C

1. The following table lists several substances and their specific heat value.
2. Upon ignition pressure suddenly rises.
3. Aluminium alloys are better than pure metals.
4. These rises of pressure force the piston down.
5. Too much heat spoils the insulation of motors, generators and transformers.
6. A force that acts on a beam is called a transverse load.
7. In some cases a short circuit damages the equipment.
8. The probe mentioned above samples the temperature at a point in contrast to some mean temperature.
9. The discussion focused on some legislative acts.
10. The above forms the basis of the division of amplifiers into two general classes, i.e. 'high frequency' and 'low frequency'.
11. The friction between the moving parts results in heat.
12. We may house the load in the airplane wings.
13. These results must be taken into consideration in selecting the material.
14. Aluminium alloys with other metals.
15. These beautiful houses were built by a famous architect.
16. The loading capacity of a member depends upon its form and dimensions.
17. The lists of employees are stored in computer memory.
18. Solar energy can heat water, smelt metals and do a lot of other useful jobs.
19. Damages brought by earthquakes are sometimes very great.
20. Scientists take samples from great depths by drilling.

IV. Make up sentences using the words given below.

(Pay attention to the signs in brackets denoting the type of sentence to be made up).

Level A

a)

1. (+) every, Institutes, attend, students, day
2. (→) time, come, in
3. (?) you, do, where, live
4. (-) is, not, he, friend, my

Level A

b)

1. (-) subject, not, does, like, Nick, this
2. (+) books, read, students
3. (?) did, you, , where, from, come
4. (→) map, the, please, bring, me

Level A

c)

1. (?) help, I, can, you
2. (-) the, work, he, at, not, does, plant
3. (+) a, person, he, is, communicative
4. (→, -) this, text, read

Level B

a)

1. (+) their, some, miss, lectures, lazy
2. (→) time, be, don't, next, late
3. (?) will, you, where, summer, next, rest
4. (-) have, you, I, seen, ages, not, for

Level B

b)

1. (+) students, part-time, lectures, attend, evening, the, in
2. (→) Institute, borrow, to, go, the, and, library, there, books, some

3. (?) do, what, company, your, does
4. (-) take, they, exams, will, term, not, their, final, this

Level B

c)

1. (-) time, not, does, Institute, much, it, you, to, get, to, take, the
2. (->) him, let, his, help, friend
3. (+) major, is, computer, his, operator
4. (?) department, you, have, what, from, graduated

Levels B, C

1. (->) your, flowers, water
2. (+) cows, people, milk
3. (?) in, tickets, you, do, advance, book
4. (-) devices, examine, experts

Level C

a)

1. (+) model, very, engineers, their, often, designs
2. (?) master, did, where, your, you, English
3. (->) well, help, water, some, pump, me, to, from, the
4. (-) does, take, not, he, plan, course, to, graduate, the, post

Level C

b)

1. (-) not, pollute, atmosphere, APP's, do
2. (+) present, student, is, what, at, PC, every, knows, a
3. (->) for, fuels, search, alternative
4. (?) you, protection, know, environment, do, what, about

Level C

c)

1. (-) problem, on, working, scientists, the, final, not, result, do, be,
know, will, what, the
2. (?) can, about, you, me, what, of, distribution, tell, the, forces

3. (→) our, apply, Resources, Department, Human, to, your, enclosing, CV, please
4. (+) employees, promote, their, many, companies, them, as, regarding, best, asset, company's, the

I. Current Tests

Level A

a) Pick up the equivalent word or group of words:

Form 1

- | | |
|----------------|----------------------|
| 1. philosopher | 1) science |
| | 2) scientist |
| | 3) a process |
| 2. destroy | 1) design |
| | 2) ruin |
| | 3) reconstruct |
| 3. outstanding | 1) well known |
| | 2) extrapolate |
| | 3) natural |
| 4. extramural | 1) indoors |
| | 2) full time |
| | 3) by correspondence |
| 5. rebuild | 1) recommend |
| | 2) reconstruct |
| | 3) rehabilitate |

Form 2

- | | |
|---------------|-----------------|
| 1. geologist | 1) a science |
| | 2) a specialist |
| | 3) a process |
| 2. subtract | 1) increase |
| | 2) decrease |
| | 3) equal |
| 3. contradict | 1) say the same |
| | 2) say against |
| | 3) repeat |

- | | |
|--------------|--|
| 4. designing | 1) a man
2) an object
3) a process |
| 5. decompose | 1) ruin
2) design
3) reconstruct |

Form 3

- | | |
|-------------|---|
| 1. physics | 1) science
2) scientist
3) scientific process |
| 2. elongate | 1) long
2) lengthen
3) prolonging |
| 3. designer | 1) a person
2) an object
3) a process |
| 4. predict | 1) dictate
2) foretell
3) discuss |
| 5. discover | 1) open
2) destroy
3) choose |

Levels B, C

b) Pick up the equivalent sentence:

Form 1

1. Concrete is a building material.
 - 1) Это конкретный строительный материал.
 - 2) Конкретный материал для строительства есть (имеется).
 - 3) Бетон – это строительный материал.
2. Record this song.
 - 1) Рекорд этой песни.
 - 2) Запиши эту песню.

- 3) Это рекордная песня.
3. This forces the car to move.
- 1) Эти силы двигают машину /автомобиль/.
 - 2) Эта машина быстро /сильно/ движется.
 - 3) Это заставляет машину двигаться.
4. These thoughts dog her.
- 1) Это мысли её собаки.
 - 2) Она думает о своей собаке.
 - 3) Эти мысли преследуют её.
5. People coin new words.
- 1) Люди чеканят новые монеты.
 - 2) Люди создают новые слова.
 - 3) Народные деньги - это не слова.
6. Pressure lifts the plate.
- 1) Давление поднимает пластину.
 - 2) Лифты создают давление.
 - 3) Лифты давят на пластину.
7. This well is next to our house.
- 1) Это хорошо, что он рядом с нашим домом.
 - 2) Этот источник находится рядом с нашим домом.
 - 3) Этот хороший дом находится рядом с нами.
8. Back up your friend.
- 1) Спина твоего друга.
 - 2) Верни своего друга.
 - 3) Поддержи своего друга.
9. Water forms large drops.
- 1) Вода бывает в форме больших капель.
 - 2) Вода образует большие капли.
 - 3) Вода капает в формы.
10. He masters this object.
- 1) Он осваивает этот объект.
 - 2) Он мастер этого предмета.
 - 3) Он работает мастером на этом объекте.

Form 2

1. Air the room.
 - 1) Воздух в комнате.
 - 2) Комната полна воздуха.
 - 3) Проветри комнату.
2. They fence well.
 - 1) Они хорошо фехтуют.
 - 2) Их забор хороший.
 - 3) У них хороший забор.
3. She was in one of her blues.
 - 1) Она одна была в голубом.
 - 2) Она была в одном из своих плохих настроений.
 - 3) Она была в одной из своих блуз.
4. Water the plants.
 - 1) Вода для растений.
 - 2) Вода подаётся на заводы.
 - 3) Полей растения.
5. People this region.
 - 1) Люди этого района.
 - 2) Заселите эту область.
 - 3) Народ живёт в этой области.
6. Boldly face your future.
 - 1) Смелость – лицо будущего.
 - 2) Смелое лицо – вот твоё будущее.
 - 3) Смело смотри в будущее.
7. He always crabs her.
 - 1) Он всегда ловит для неё крабов.
 - 2) Её крабы всегда у него.
 - 3) Он всегда критикует её.
8. Wind this clock.
 - 1) Ветер распахнул плащ.
 - 2) Заведи часы.
 - 3) Ветер унёс часы.
9. The study was empty.
 - 1) Кабинет был пуст.

- 2) Занятия были бесполезные (пустые)
 - 3) Это занятие было пустой тратой времени.
10. She pinkes her lips.
- 1) Её губы розовые.
 - 2) У неё розовые губы.
 - 3) Она красит губы.

Form 3

1. Serpents coil graciously.
- 1) Серпантин красиво свёрнут.
 - 2) Змеи изящно извиваются.
 - 3) Кольцо серпантина изящно.
2. This means only one thing.
- 1) Это означает только одно.
 - 2) Это единственное средство.
 - 3) Эти средства касаются одной вещи.
3. This paper foxes in the sun.
- 1) Эти чернобурые лисы греются на солнце.
 - 2) Этих бумажных лисиц сделал свет.
 - 3) Эта бумага покрывается на солнце бурыми пятнами.
4. Book return tickets.
- 1) В книге обратные билеты.
 - 2) Книга возвращается по читательским билетам.
 - 3) Закажи обратные билеты.
5. This instrument deals with minute machine parts.
- 1) Этот прибор работает с деталями минуту.
 - 2) Этот инструмент делает детали за минуту.
 - 3) Этот прибор имеет дело с крошечными деталями.
6. He is a good mixer.
- 1) Он – общительный человек.
 - 2) У него есть хороший миксер.
 - 3) Это хороший миксер.
7. This building houses many shops.
- 1) Это строятся дома и магазины.

- 2) Постройте дома и несколько магазинов.
 - 3) Это здание вмещает несколько цехов.
8. Let them monkey at present.
- 1) Подари мне обезьянку.
 - 2) Пусть они теперь дурачатся.
 - 3) Теперь впусти сюда обезьянку.
9. Drop the pressure in the circuit.
- 1) Капля давит на круг.
 - 2) Снизь давление в цепи (системе).
 - 3) В системе падающее давление.
10. Time oil accurately.
- 1) Отмеряй масло точно.
 - 2) Время течет как по маслу.
 - 3) Долговечность масла зависит от аккуратности.

II. Final Test

Level A

Pick up the equivalent word or sentence

1. predict
- 1) dictate
 - 2) foretell
 - 3) discuss
2. well known
- 1) beautiful
 - 2) scientific
 - 3) outstanding
3. disadvantage
- 1) drawback
 - 2) record
 - 3) outcome
4. run
- 1) operate
 - 2) operation
 - 3) operator

5. elongate

- 1) long
- 2) lengthen
- 3) prolonging

6. Concrete is a building material.

- 1) Это конкретный строительный материал.
- 2) Конкретный материал для строительства есть (имеется).
- 3) Бетон – это строительный материал.

7. Record this song.

- 1) Рекорд этой песни.
- 2) Запиши эту песню.
- 3) Это рекордная песня.

8. This forces the car to move.

- 1) Эти силы двигают машину /автомобиль/.
- 2) Эта машина быстро /сильно/ двигается.
- 3) Это заставляет машину двигаться.

9. These thoughts dog her.

- 1) Это мысли ее собаки.
- 2) Она думает о своей собаке.
- 3) Эти мысли преследуют ее.

10. People coin new words.

- 1) Люди чеканят новые монеты.
- 2) Люди создают новые слова.
- 3) Народные деньги – это не слова.

11. Pressure lifts the plate.

- 1) Давление поднимает пластину.
- 2) Лифты создают давление.
- 3) Лифты давят на пластину.

12. This well is next to our house.

- 1) Это хорошо, что они рядом с нашим домом.
- 2) Этот источник находится рядом с нашим домом.
- 3) Этот хороший дом находится рядом с нашим.

13. Air the room.

- 1) Воздух комнаты.
- 2) Комната полна воздуха.

- 3) Проветри комнату.
14. Water forms large drops.
- 1) Вода бывает в форме больших капель.
 - 2) Вода образует большие капли.
 - 3) Вода капает в формы.
15. He masters this object.
- 1) Он осваивает этот объект.
 - 2) Он мастер этого предмета.
 - 3) Он работает мастером на этом объекте.
16. They light lamps.
- 1) У них легкие лампы.
 - 2) Пусть они зажгут лампы.
 - 3) Они зажигают лампы.
17. They fence well.
- 1) Они хорошо фехтуют.
 - 2) Их забор хороший.
 - 3) У них хороший забор.
18. Water the plants.
- 1) Вода для растений.
 - 2) Вода подается на заводы.
 - 3) Полей растения.
19. This building houses some shops.
- 1) Это строятся дома и магазины.
 - 2) Постройте дома и несколько магазинов.
 - 3) Это здание вмещает несколько цехов.
20. Hand her your copy.
- 1) Ее рука – копия твоей.
 - 2) Вручи ей свой экземпляр.
 - 3) Она берет в руки твой экземпляр.

Levels B, C

a) Pick up the equivalent word:

1. dip

- 1) submerge
- 2) submarine

- 3) substructure
- 2. input
 - 1) invest
 - 2) intake
 - 3) inject
- 3. exhibit
 - 1) disturb
 - 2) disagree
 - 3) display
- 4. ruin
 - 1) denounce
 - 2) destroy
 - 3) define
- 5. enclose
 - 1) encircle
 - 2) envelope
 - 3) entrain
- 6. subterranean
 - 1) subsonic
 - 2) understandable
 - 3) underground
- 7. outcome
 - 1) edge
 - 2) entrance
 - 3) exit
- 8. predict
 - 1) precede
 - 2) prescribe
 - 3) foretell
- 9. elongate
 - 1) lengthen
 - 2) long
 - 3) prolonging
- 10. rival
 - 1) competitor

- 2) pacer
- 3) fitter
- 11. longitudinal
 - 1) lateral
 - 2) axial
 - 3) tangential
- 12. operate
 - 1) run
 - 2) cut
 - 3) fix
- 13. spacious
 - 1) vast
 - 2) narrow
 - 3) steep
- 14. quicken
 - 1) speedy
 - 2) velocity
 - 3) accelerate
- 15. familiar
 - 1) relation
 - 2) known
 - 3) closeness
- 16. tension
 - 1) elongation
 - 2) tensile
 - 3) deformation
- 17. magnify
 - 1) greatness
 - 2) large
 - 3) enlarge
- 18. generate
 - 1) production
 - 2) produce
 - 3) product
- 19. revolution

- 1) turning
 - 2) rotate
 - 3) rotary
20. investigation
- 1) inventor
 - 2) invention
 - 3) research
21. endanger
- 1) dog
 - 2) wolf
 - 3) jeopardize
22. gargantualize
- 1) giant
 - 2) magnify
 - 3) gigantic
23. perpetual
- 1) eternity
 - 2) eternal
 - 3) environmental
24. minimize
- 1) increase
 - 2) decrease
 - 3) raise
25. install
- 1) investigator
 - 2) internal
 - 3) set up

b) Pick up the equivalent sentence:

26. The company maps out its work.
- 1) Карты компании находятся снаружи.
 - 2) Совместные карты рассказывают о ее работе.
 - 3) Компания планирует свою работу.
27. She was in one of her blues.
- 1) Она одна была в голубом.

- 2) Она была в одной из своих блуз.
 - 3) Она была в одном из своих плохих настроений.
28. People this region.
- 1) Люди этого района.
 - 2) Заселите эту область.
 - 3) Народ живет в этой области.
29. Will you back me up?
- 1) Ты отвезешь меня обратно?
 - 2) Ты поддержишь меня?
 - 3) Ты повернешься ко мне спиной?
30. This spurs our work.
- 1) Эти шпоры для нашей работы.
 - 2) Это вершина нашей работы.
 - 3) Это ускоряет нашу работу.
31. These natives yellow their nails.
- 1) Эти аборигены окрашивают ногти в желтый цвет.
 - 2) Местные люди пользуются желтыми гвоздями.
 - 3) Местные жители принадлежат к желтой расе.
32. He was in the red.
- 1) Он был в красном.
 - 2) Он превысил свой кредит в банке.
 - 3) Он покраснел.
33. Boldly face your future.
- 1) Смелость – лицо будущего.
 - 2) Смелое лицо – вот твое будущее.
 - 3) Смело смотри в будущее.
34. He always crabs her.
- 1) Он всегда ловит для нее крабов.
 - 2) Ее крабы всегда с ней.
 - 3) Он всегда критикует ее.
35. Will you fan tomorrow?
- 1) Ты будешь болеть завтра?
 - 2) Ты дашь мне завтра свой веер?
 - 3) Ты хочешь получить завтра вентилятор?
36. Wind this clock.

- 1) Ветер распахнул плащ.
 - 2) Заведи часы.
 - 3) Ветер унес часы.
37. He caught a crab.
- 1) Он продавал крабов.
 - 2) Он ловил краба.
 - 3) Он заилил весло.
38. The study was empty.
- 1) Кабинет был пуст.
 - 2) Занятия были бесполезные (пустые).
 - 3) Это занятие было пустой тратой времени.
39. She pinkes her lips.
- 1) Её губы розовые.
 - 2) У неё розовые губы.
 - 3) Она красит губы.
40. Serpents coil graciously.
- 1) Серпантин красиво свёрнут.
 - 2) Змеи изящно извиваются.
 - 3) Кольцо серпантина изящно.
41. This means only one thing.
- 1) Это означает только одно.
 - 2) Это единственное средство.
 - 3) Эти средства касаются одной вещи.
42. Let them monkey at present.
- 1) Подари им обезьяну.
 - 2) Пусть они теперь дурачатся.
 - 3) Приведи сюда обезьяну.
43. They are bulling successfully.
- 1) Это хорошие (удачные) быки.
 - 2) Они удачно спекулируют на бирже.
 - 3) Они удачливые сыщики.
44. This paper foxes in the sun.
- 1) Эти черно-бурые лисы греются на солнце.
 - 2) Этих бумажных лисиц сделал сын.
 - 3) Эта бумага покрывается на солнце бурыми пятнами.

45. Book return tickets.
- 1) В книге обратные билеты.
 - 2) Книга возвращается по читательским билетам.
 - 3) Закажи обратные билеты.
46. This instrument deals with minute machine parts.
- 1) Этот прибор с деталями работает минуту.
 - 2) Этот инструмент делает детали за минуту.
 - 3) Этот прибор имеет дело с крошечными деталями.
47. He is a good mixer.
- 1) Он – общительный человек.
 - 2) У него есть хороший миксер.
 - 3) Это хороший миксер.
48. This story crows small children.
- 1) Эта история о коровах и маленьких детях.
 - 2) Этот рассказ пугает маленьких детей.
 - 3) Здесь рассказывается о коровах и телятах.
49. Drop the pressure in the circuit.
- 1) Капля давит на круг.
 - 2) Снизь давление в цепи (системе).
 - 3) В системе падающее давление.
50. Time oil accurately.
- 1) Отмеряй масло точно.
 - 2) Время течет, как масло.
 - 3) Долговечность масла зависит от аккуратности.

III Final Translation Tasks

I. Translate the sentences:

Levels A, B

1. Knife the stick.
2. Cats mother lions.
3. Faces joy and pain.
4. S pioneers O.
5. Bridge the gulf.
6. Some people pocket money.

7. Key these reports.

Levels B, C

1. Small gifts range from toys and chocolates to calculators.
2. Today sales of Bic writing instruments total more than 20 million a day in 100 countries.
3. That is why it prides itself.
4. Picture the scene.
5. The underground installation totals some 1,200 ft.
6. Pressure drop is divided into several steps. The steam pressure drops in each stage.
7. The beam projects for a vast distance.
8. Sponge the knowledge.
9. I wonder what he eyes.
10. This is a good deal.

Level C

1. Firm prices are not subject to change in the course of fulfillment of the contract.
2. Pinpoint your interests and match them with your strengths.
3. Education conditions the science achievements, the engineering development, and the country well being.
4. The seller contracts with the insurer and pays the insurance premium.
5. Hong Kong is highly competitive. This is confirmed by the World Economic Forum's 1996 Global Competitive Report, which ranks Hong Kong as the second most competitive economy in the world, just after Singapore.
6. Suppliers hedge their bets.
7. This decision kick-starts the market.
8. He's been trying to kid himself that he's got a chance of winning.
9. We all share the responsibility for these terrible events.
10. The company interests span a wide range of subjects.

Навчальне видання

МЕТОДИЧНІ ВКАЗІВКИ

**З ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ
ДЛЯ ТРЬОХ РІВНІВ НАВЧАННЯ
В ТЕХНІЧНОМУ УНІВЕРСИТЕТІ**

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Укладачі: БЕРЛОВСЬКА Валерія Дмитрівна

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